EFFECT OF ANAPANASATI AND YOGA NIDRA ON PSYCHOLOGICAL VARIABLES OF SCHOOL GOING CHILDREN OF SATNA DISTRICT

SYNOPSIS

Submitted in partial fulfilment of requirement of the degree of

DOCTOR OF PHILOSOPHY

To

Department of Yogic Sciences, Lakshmibai National Institute of Physical Education

by

Anuradha Soni

(PH2022-167)

Co-supervisor

Dr. Reema Shrivastava

Sr. Asst. Professor Dept. of Yoga and Health

DSVV, Haridwar

Supervisor

Dr. C.P. Singh Bhati

Asso. Professor Dept. of Sports Psychology

LNIPE Gwalior

A

Synopsis

Submitted to

DEPARTMENT OF YOGIC SCIENCES

LAKSHMIBAI NATIONAL INSTITUTE OF PHYSICAL EDUCATION

(DEEMED TO BE UNIVERSITY)

GWALIOR, (M.P.) 474002, INDIA

DEPARTMENT OF YOGIC SCIENCES

CERTIFICATE

I hereby declare that the synopsis "**Effect of Anapanasati and Yoga nidra on Psychological Variables of School Going Children of Satna District"** being submitted in the partial fulfilment of the requirement for the degree of Doctor of Philosophy in Yogic Science under the Department of Yogic Sciences, Lakshmibai National Institute of Physical Education Gwalior-474002 during the academic year 2022-2023.

It is a bonafide record of original work carried out under the supervision of Dr. C.P. Singh Bhati (Asso. Professor Dept. of Sports Psychology LNIPE Gwalior) and co-supervision of Dr. Reema Shrivastava (Sr. Asst. Professor Dept. of Yoga and Health DSVV Haridwar) has not been submitted in full or part to any other university or institute for a degree or diploma.

Anuradha Soni
(PH2022-167)

Prof. C.P.Singh Bhati
Associate Professor
Dept. of Sports Psychology
LNIPE, Gwalior, (M.P.)

(Chairman, DRC)

ABSTRACT

This study explores the effect of Anapanasati “mindful breathing” and Yoga nidra “yogic sleep” on selected psychological variables of school-going children in the Satna district of Madhya Pradesh. In today’s fast-paced academic and social environment, children increasingly face issues like anxiety, Stress, emotional instability, and lack of awareness. The objective of this research will assess the potential of these two traditional yogic techniques in improving children's mental well-being.

A total of 60 students ages 12–18 will be selected and divided into three groups: Group A Anapanasati, Group B Yoga nidra, and Group C control. The intervention groups will practice their respective techniques for 30 minutes 3 days in week over 12 weeks. Standard psychological tools will be used for pre- and post-intervention to measure variables such as anxiety, emotional intelligence, stress, and mindfulness.

Results will reveal significant improvements in the experimental groups compare to the control group. Yoga nidra and Yoga nidra sould have great impact on reducing anxiety and enhancing emotional balance, improving concentration and present-moment awareness. These outcomes highlight the effectiveness of incorporating yogic practices into the daily routine of school children.

The findings suggest that such mind-body techniques can serve as valuable tools for improving psychological health in children, and their integration into school programs may contribute to holistic education and emotional resilience.

KEY WORD- Yoga nidra, Anapanasati Meditation, Stress, Anxiety, Emotional Intelligence, Mindfulness.

CONTENT

S. No.	Description	Page No.
1.	**Introduction** • Statement of study • Description of Broad Area • Objective of study • Delimitation • Limitation • Hypothesis of Study	1-3
2.	**Literature Review**	4-5
3.	**Research Methodology** • Research Design • Population and Sample • Tools for Data collection • Intervention • Statistical Techniques • Duration of study	6
4.	**Expected Outcome**	7
5.	**References**	8-9

INTRODUCTION

Adolescence is a time of change when a person slowly grows from being a child to becoming an adult. During this period, many changes take place in the body and mind. These changes affect how a person feels, thinks, behaves, and interacts with others. Some teenagers go through a lot of stress during this stage, and certain events can make it worse and harm their mental health. Among all the reasons for stress, academic stress is the most common and affects a large number of teenagers.

Academic stress comes from things like a heavy study load, fear of exams, poor study habits, and pressure from the classroom environment. For some teenagers, this stress becomes long-lasting and may lead to anxiety and depression, especially if they are afraid of failing or not meeting their goals. Constant pressure can harm their physical and mental health. It may also lead to poor concentration in class, reduced focus on studies, and lower academic performance. When their grades drop, it causes even more stress, creating a cycle that repeats. This stress also affects their sleep, hygiene, social life, outdoor activities, and overall development.

In India, many students feel anxious during exams. This is because exam results are very important – they decide what stream (science, commerce, etc.) and college a student can get into for higher studies. Since there are limited seats in popular streams, the competition is very high. Teenagers between 12 and 18 years, who usually take these exams, are more sensitive to stress. Expectations from parents, family, and teachers can also add to this pressure. Fear of not doing well can affect their health and lead to bad behaviors at school, and in some cases, even drug or substance use. ((NCRB, 2023).

Mentally, high levels of stress and anxiety can lower a teenager's confidence, memory, and ability to think clearly, which makes it harder to do well in school. In severe cases, it can also harm their body and mind. They may feel helpless, have panic attacks, forget what they studied during the exam, sweat a lot, breathe heavily, or have stomach problems. Some students under extreme stress may run away from home, harm themselves, or even try to take their own life. Sadly, India has one of the highest rates of teenage suicides in the world, with academic pressure and fear of exams being major reasons. (Deb, Sibnath, et al.)

Because of this, experts and educators suggest that schools should start programs that help students handle stress, build resilience, and improve coping skills – all without changing the main academic curriculum. These efforts can help students stay healthy and do better both in school and in life. (WHO, (2021).

Anapanasati Meditation

Anapanasati meditation is a simple and powerful practice taught by Gautam Buddha. The word "Anapanasati" comes from the Pali language. 'Ana' means breathing in, 'Apana' means breathing out, and 'Sati' means mindfulness or awareness. So, Anapanasati means being fully aware of your in-breath and out-breath. In this meditation, you sit quietly and focus only on your natural breathing — without changing it. As you breathe in, you know you are breathing in. As you breathe out, you know you are breathing out. This gentle attention on the breath helps the mind to calm down. Unlike other forms of mindfulness meditation, which involve observing thoughts, feelings, or body sensations, Anapanasati focuses only on the breath. This simple focus helps you stay in the present moment and brings mental clarity.

Yoga nidra-

Yoga nidra is one of the most well-known techniques for achieving deep physical and emotional relaxation. It is a unique state of awareness that is not fully asleep and not fully awake. It is also not the same as concentration or hypnosis. Yoga nidra is known as an altered state of consciousness. (Saraswati, S. S. (1998).

This practice has many benefits. It helps prevent stress and related health problems by bringing deep relaxation to the body, mind, and emotions. It trains the mind to stay calm and peaceful. Yoga nidra is sometimes called "conscious deep sleep" because during the practice, a person looks like they are sleeping, but their awareness stays active at a deeper level. It is a special state between being awake and dreaming. (Miller, R. (2005).

Usually, when we sleep, we are not aware of ourselves, and so we can't use the full power of our mind. But in Yoga nidra, a person remains aware in this state, which helps build strong willpower, connect with their higher self, and feel more energy in life. (Saraswati, S. S. (1998).

Research has shown that Yoga nidra helps reduce anxiety, stress, and depression (Kumar, 2008; Rani et al., 2012; Vorkapic et al., 2018). Other studies have found that it also supports good physical and mental health, especially in middle-aged people (Tripathi, 2018).

Statement of the Study "Effect of Anapanasati and Yoga nidra on Psychological Variables of School Going Children of Satna District."

Description of Broad Area

This study falls under the broad area of educational psychology and yoga, focusing on how ancient Indian meditation techniques can help improve the mental well-being of school children. In today's time, many students face stress, anxiety, lack of concentration, awareness, and emotional imbalance. These problems can affect their studies and overall growth. The practices of Anapanasati (mindful breathing) and Yoga nidra (deep relaxation) are known to calm the mind and improve inner balance. (Saraswati, S. S. (1998)

This study aims to find out how these techniques affect psychological factors such as stress levels, anxiety, emotional intelligence, and mindfulness among school-going children in the Satna district. It also tries to bring together traditional yoga practices with modern educational and psychological needs. By doing this, it hopes to offer simple, low-cost, and natural solutions for improving children's mental health in schools, especially in rural and semi-urban areas.

Objective of Study

In today's fast-paced and competitive academic environment, school-going children are increasingly experiencing psychological challenges such as stress, anxiety, emotional instability, lack of awareness. These issues are not limited to urban areas but are also found in smaller towns like Satna, where awareness and access to mental health resources are limited. Traditional education systems often focus only on academic performance, overlooking the mental and emotional well-being of students. (Parikh, R. 2019)

There is a need to explore simple, effective, and non-medical approaches to support children's psychological health. Yogic practices such as Anapanasati (mindfulness of breath) and Yoga nidra (guided deep relaxation) have shown improving mental clarity, emotional regulation, and stress management. However, there is limited research on their

impact on school children in the Indian context, especially in rural and semi-urban districts. This study seeks to fill that gap by scientifically examining their effects on psychological variables. (Sharma, R., & Singh, A. (2025).

Delimitation

1) The study will be restricted to groups from 12 to 18 years age group students.
2) The study will be delimited to 60 students only.
3) The study will be delimited for 12 weeks with 3 days of intervention in a week.
4) The study will be delimited to following independent variables: Anapanasati meditation and yoganidra.
5) The study will be further delimited into following dependable psychological variables: Anxiety, Stress, Mindfulness, Emotional Intelligence.

Limitation

1) This study shall not be covering any of the male/females above 18 years and below 12 years into the study.
2) The study is confined to the Satna district only.

Hypothesis of the Study

Null Hypotheses (H_0):

H_{01}: There is no significant effect of Anapanasati on stress, anxiety, emotional intelligence and mindfulness among school-going children.

H_{02}: There is no significant effect of Yoga nidra on stress, anxiety, emotional intelligence and mindfulness among school-going children.

LITERATURE REVIEW

Ovine Loyster D'souza (2021) found that academic stress can seriously affect teenagers, especially those preparing for important board exams. The study looked at how well Yoga nidra (YN) helps reduce this kind of stress. It involved 10th-grade students aged 14 to 16, divided into two groups: one practiced Yoga nidra every day for 21 days (the experimental group), while the other group did not (the control group). Stress levels were measured before and after using a special questionnaire (ASQ-I). The results showed that students who practiced Yoga nidra had a big drop in overall stress ($p < 0.001$) and also felt less stress at home, in school performance, in dealing with teachers, about their future, and in balancing school and free time. In the end, most students in the Yoga nidra group (96.15%) had low or moderate stress, while in the control group, the number was much lower (58.06%). The difference was significant ($p < 0.001$), showing that Yoga nidra was helpful.

Kim Sang Dol (2019) did a similar study with university students to see if Yoga nidra could reduce stress and improve self-esteem. Forty students were divided into two groups. The Yoga nidra group took part in one-hour sessions twice a week for eight weeks, while the other group did not. Stress was measured using a simple 10 cm scale, and self-esteem was measured using the Rosenberg Self-Esteem Scale. After the program, the Yoga nidra group had much lower stress levels and higher self-esteem than the control group. This shows that Yoga nidra can help college students feel less stressed and better about themselves.

Dr. Sachi Sachdeva (2017) did a study to see how Yoga nidra affects school students. The goal was to find out if it helps reduce stress, improve concentration, change behavior in a positive way, and increase happiness. The study was done at Holy Child Public School in Rewari, Haryana, with students from classes 11 and 12. The students attended Yoga nidra sessions at school regularly for one and a half years and sometimes practiced at home. The results showed that Yoga nidra helped the students feel less stressed, concentrate better, behave more positively, and feel happier.

Lala Kumar (2021) studied how Yoga nidra affects self-esteem in college students. The study was based on the idea that college students often face more mental health issues due to low self-esteem compared to the general population. Self-esteem means how much a person values and respects themselves. People with good self-esteem are usually more confident, friendly, emotionally stable, and do well in their work. In this study, 60 college students from Buxar district took part in Yoga nidra sessions for 4 weeks. Their self-esteem was measured using Rosenberg's Self-Esteem Scale before and after the sessions. The results showed a clear improvement in their self-esteem after practicing Yoga nidra. This means Yoga nidra can help college students feel better about themselves.

Dr. Santosh Vishnu Bhulekar (2019) studied how the Anapanasati meditation technique (a type of breathing-based meditation) affects learning and stress in teenagers. For this study, 80 students aged 12 to 16 were selected. A "pre-post" study

design was used, meaning students were tested before and after the meditation practice. The results showed that Anapanasati meditation helped students learn better and feel less stressed.

Guru Deo Kumar (2015) studied how mindfulness with breathing (Anapanasati meditation) affects the body's energy and mental state. This study was done on 51 people (32 men and 19 women), aged 18 and above (average age around 46), who took part in a 5-day meditation event at Pyramid Valley International in Bengaluru. The researchers used a special device called EPI (Electro photonic Imaging) to measure energy levels in the body before and after meditation. The results showed: More energy in both the body and mind after meditation. A calmer, more relaxed state, likely due to the body being in a restful (parasympathetic) mode. Some signs of less disorder in mental energy after meditation, though not all results were strong enough to be considered significant. In some areas, there was an increase in disorder, but overall, the device showed that meditation helped in balancing energy and mental calmness. This study suggests that EPI technology can help measure the subtle (inner) effects of meditation on both body and mind.

Dr. Shikha Banerjee (2014) studied how yoga affects memory in school students. She called yoga one of India's greatest gifts to the world, used for health and healing in daily life. The study included 40 students from 7th grade in a school in Raipur (Chhattisgarh). The students were divided into two groups: 20 in the yoga group (experimental) and 20 in the non-yoga group (control). The yoga group practiced Surya Namaskar, Anulom-Vilom Pranayam, Bhramari, Omkar Jap, and Yoga nidra every morning for 60 days. Memory was tested before and after the program using the P.G.I. Memory Scale. The results showed a clear improvement in memory scores in the yoga group ($t = 9.90$, $p < 0.05$), and both boys and girls benefited.

Sidappa Naragatti wrote a review focused on breathing meditation. He explained that in today's busy and stressful life, people often face health problems and mental restlessness. Practicing simple breathing meditation—being fully aware of your breath as you breathe in and out—can help calm the mind and body. This practice helps you stay present in the moment and better handle emotions like sadness, frustration, or happiness. Over time, regular mindful breathing can bring inner peace, and be helpful for students, women, senior citizens, and all kinds of workers in improving their mindfulness and mental well-being.

RESEARCH METHODOLOGY

1. Research Design:

The study will follow pre-test and post-test control group methodology. It will three groups: one practicing Anapanasati, another practicing Yoga nidra, and a control group with no intervention.

2. Population and Sample:

The population consists of school-going children (aged approximately 12–18 years) in the Satna District, Madhya Pradesh. A sample of approximately 60 students will be selected using purposive sampling, divided equally into three groups (20 each).

3. Tools for Data Collection:

Standardized psychological scales will be used to measure variables such as:

Stress: Questionnaire

Anxiety: Questionnaire

Emotional Intelligence: Questionnaire

Mindfulness: Questionnaire

Pre- and post-test scores will be collected for all participants.

4. Intervention:

Anapanasati Group: Will practice mindful breathing for 20 minutes daily, 3 days a week, for 12 weeks.

Yoga nidra Group: Will practice guided deep relaxation for the same duration and frequency.

Control Group: Will not receive any intervention.

5. Statistical Techniques:

Analysis of Covariance (ANCOVA) will be used to compare post-test scores while controlling for pre-test scores.

6. Duration of the Study:

The total duration of the intervention and data collection will be 12 weeks.

EXPECTED OUTCOME

According to the null hypothesis, the study expects that there will be no major difference between the effects of Yoga nidra and Anapanasati on the students' psychological health when we consider their starting (pre-test) scores. In other words, both techniques are likely to work equally well in helping students reduce stress, improve focus, manage emotions, and feel better about themselves.

If the results match the null hypothesis, it would mean that neither Yoga nidra nor Anapanasati is better than the other, and both can be used as useful methods to improve mental well-being in school children.

Yoga nidra and Anapanasati meditation sould have great impact on reducing anxiety and stress, enhancing emotional balance, improving concentration and present-moment awareness. These outcomes highlight the effectiveness of incorporating yogic practices into the daily routine of school children.

This outcome will support using either practice in schools to help students feel more calm, focused, emotionally balanced and awareness. The study may be helpful to improve the mental ability on school students.

REFERENCES

Deb, S. (2016). *Academic stress among adolescents in India: A review*. In **Indian Journal of Health and Wellbeing**, 7(7), 745–749.

National Crime Records Bureau (NCRB) (2023). *Accidental Deaths and Suicides in India – 2022*. Ministry of Home Affairs, Government of India.

Deb, Sibnath, et al. "Academic Stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students." *International Journal of Psychology and Behavioral Sciences*, vol. 5, no. 1, 2015, pp. 26–34.

WHO. (2021). *Mental health and psychosocial well-being among children and adolescents: Working with schools and education systems*. World Health Organization.

Goenka, S. N. (2000). *The Art of Living: Vipassana Meditation as Taught by S.N. Goenka*. HarperSanFrancisco.

Savla, S. (1991). *The Influence of Vipassana Meditation on Children: A Case Study*. Vipassana Research Institute.

Shah, M. (1997). *Meditation for Children: The Beginning of Anapana Courses in Schools*. *Indian Journal of Meditation*, 3(1), 82-85.

Saraswati, S. S. (1998). *Yoga nidra*. Bihar School of Yoga.

Miller, R. (2005). *Yoga nidra: A Meditative Practice for Deep Relaxation and Healing*.

D'Souza, O. L. (2021). *Effectiveness of Yoga nidra in Reducing Academic Stress among Adolescents Preparing for Board Exams* [Master's dissertation, University Name]. University Repository.

Dol, K. S. (2019). Effects of a yoga nidra on the life stress and self-esteem in university students. *Complementary Therapies in Clinical Practice*, 35, 232–236.

Sachdeva, S. (2017). *A study on the effects of Yoga nidra on stress, concentration, behavior, and happiness among school students*. Holy Child Public School, Rewari, Haryana.

Kumar, L., & Neha. (2021). Effect of Yoga nidra on Self-Esteem of College Students. *International Journal of Creative Research Thoughts (IJCRT)*, 9(2), 261–264.

Bhutek. (2019). Effect of Anapanasati Technique on Learning and Stress among ar, S. V., & Shirsath, R Adolescents. *International Journal of Indian Psychology*, 7(1), 1078–1081.

Deo, G., Itagi, R. K., Srinivasan, T. M., & Kushwah, K. K. (2015). Effect of Anapanasati Meditation Technique through Electrophotonic Imaging Parameters: A Pilot Study. *International Journal of Yoga*, 8(2), 117–121.

Banerjee, S. (2014). Effect of Yoga on the Memory of Middle School Level Students. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 4(1), 49–52.

Parikh, R., Sapru, M., Krishna, M., Cuijpers, P., Patel, V., & Michelson, D. (2019). "It is like a mind attack": Stress and coping among urban school-going adolescents in India. *BMC Psychology*, 7(1), 1-14.

Sharma, R., & Singh, A. (2025). Effects of Anapana meditation technique in school children. *Journal of Child Psychology and Education, 12*(1), 25–30.